



Minutes
Norco Academic Senate Meeting
On October 6, 2025
1:30 - 3:30 PM | OC-116 & via [Zoom](#)

Meeting called to order at 1:32 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, John Alpay, Michael Bobo, Meghan Chandler, Erin Deck, Jake Drainville, Noel Evangelista, Vivian Harris, Marie Hicks, Hussam Mobin, Sandra Popiden, Dan Reade, Tim Russell, Jody Tyler, Jim Thomas, Patty Worsham, Darnell Bing

Guests: Kevin Baccari, Quinton Bemiller, Monica Green, Tenisha James, Kiandra Jimenez, Ashlee Johnson, Arezoo Marashi, Kaneesha Tarrant

2. Approval of [Agenda](#)

M/J. Alpay, S/J. Thomas; Approved by Consensus

3. Approval of Minutes for [September 22, 2025](#)

M/M. Hicks, S/J. Drainville; Approved by Consensus

4. Comments from the Public

None

5. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)

- There will be a Faculty Mixer on Nov. 6th at the district office on the rooftop.
- Standardized Attendance Accounting Method (SAAM) – district disciplines will need to submit proposals before FA can negotiate.
- Faculty requests to increase reassign time will need to go through administration, and FA will negotiate after.
- First 2.3% COLA increase received; retroactive pay (July/Aug) scheduled for next paycheck.

6. **Action Item:** [Ratification of Senate President Appointments](#) (K. Bell)

- Tim Russell approved as Program Review Faculty Co-Chair (Fall 2025–Spring 2027)
M/J. Alpay, S/M. Hicks; Approved by Consensus

7. **Action Item:** **LGBTQ Advocates** (J. Drainville, K. Bell)

- Approved shift from standing committee to liaison to better align with student equity groups because their current goals no longer align with Senate goals.

8. **Information Item:** [RCCD Peer-to-Peer DE Certification Rubric](#) Update (K. Bell)

- Rubric was approved Sept. 29 by District Senate; implementation next.
- DE Equivalency vote at DAS Oct. 27th.
- Compensation discussion going to FA.
- Chancellor exploring reviewer process budget.
- Faculty can now request peer review using rubric.
- FA lacks access to equivalency paperwork—contact district directly.
- Senate presidents to set guidelines; FA negotiates post-DAS decision.
[\(Senate #5,8,11\)](#)

9. **Information Item:** [APC Faculty Ranking 2025-26](#) (P. Worsham)
- Ranked as follows:
 1. DRC
 2. ETS
 3. ART
 4. ENE
 5. MOC Counselor/Coordinator
 6. General Counselor
- Senate vote scheduled for October 20th.
([Senate #10](#))
10. **Action Item:** [District Strategic Plan 2025-2030 Draft v.9](#) (K. Bell)
- Reviewed changes; ongoing edits with feedback.
 - Due to changeover and leadership at the district level, the plan will move more toward alignment with local strategic plans.
 - Question raised on inclusion of special populations; Bell to follow up.
 - Potential action item for a vote at the next meeting.
([Senate #10](#))
11. **Action Item:** [DE Certification - Equivalency Expansion Proposal](#) (K. Bell, S. Popiden)
- Approved proposal of 4 certification options post-MOU to address backlog
 - Emphasis on certification baseline and course quality via rubric.
 - DE team voted unanimously in favor.
 - @ONE trainings are free.
 - Moves to DAS as a vote as a recommendation if all 3 colleges approve on Oct. 27th; FA will negotiate post-approval.
 - This will come back to the next Academic Senate meeting as an action item.
12. **Action Item:** [Launch Local NC Peer Online Course Review \(POCR\) Process](#) (S. Popiden, K. Bell)
- Proposal to establish Norco POCR process.
 - Different from peer-to-peer (reviews full course vs. module).
 - New NC DE Coordinator/POCR Lead position proposed.
 - Concerns raised: scope, funding, district alignment.
 - Vote suspended for further review.
13. **Action Item:** [5-Cap Limit on JFK Students](#) (P. Worsham)
- Approved the removal of 5 JFK student cap on all classes and move their registration to general.
 - This will go forward to the Executive Cabinet to move forward with the necessary changes.
 - Hoping to have in place for the next registration cycle for Winter and Spring 2026.
([Senate #4, 5, 10, & 11](#))
14. **Information Item:** [Review of Schedule Development and Maintenance Guidelines](#) (Q. Bemiller)
- Presentation on schedule planning, course rotation, cancellations.
 - In our SEM plan, it is stated that sections with fill ratios of less than 70% are eligible to be canceled; there are exceptions.

- Aiming to improve efficiency by 5% over last year, reaching a 15.25 rate for fall, with a long-term goal of 17.5.
- Concerns: unclear communication with students on canceled classes; follow-up needed with IDC's.
- Faculty feedback: transparency, earlier pressure to cancel, health insurance loss, limited time for decision-making.
- More flexibility is needed because FT faculty must teach F2F classes. PT faculty are losing sections due to this and cancellations; Dialogue will continue with Chairs, and the conversation will go to FA for possible renegotiation of the .4 FT faculty contract requirement.
- Discussion on outreach, registration barriers, F2F class requirements, and resource constraints.
[\(Senate #1,2, & 10\)](#)

15. **Officer Reports**

- A. Secretary/Treasurer (Erin Deck)
 - Received and approved request for state Senate membership fees.
- B. Vice President (Dan Reade)
 - Call for Faculty commencement speaker nominations go out tomorrow, and the deadline is next Tuesday.
 - All full- and part-time Norco faculty are eligible for nomination; Encouraged to get nominations in.
- C. President (Kimberly Bell)
 - Efficiency Focus: All three colleges are examining efficiency due to budget impacts. Faculty are encouraged to understand the business side, not just rely on department chairs.
 - Dual Enrollment Conference: Attended the conference primarily for DRC duties but also engaged in broader sessions. Gratitude expressed to Norco faculty, counselors, ERAs, and Assoc. Dean Kylie Campbell for their efforts.
 - Acknowledging Good Work: Emphasis on recognizing current accomplishments as well as planning for future growth.
 - DE Certification MOU: Ongoing work at the district level; district-wide implementation presents both challenges and advantages (e.g., shared resources).
 - Senate Committees Reminder: Chair terms are 2 years. Missed elections last cycle—Senate Leadership will follow up and check in with committees for support.
 - Standard of Care Efforts: Work continues at both district and college levels. Element 451 tool being implemented for consistent student communication and case management. Norco will hire 2 new Educational Resource Advisors through Standard of Care, funded by the district. Ongoing discussion about equitable resource allocation based on Chancellor's formula. NAS is continuing the recruitment for the Standard of Care – Communication tools and Early Alert workgroup. We will be sending out a reminder call with a new deadline this week.

16. **College Reports**

- A. Associated Students Senate Representative
 - Approved the removal of 5 JFK student cap on all classes and move their registration to general.
 - This will go forward to the Executive Cabinet to move forward with the necessary changes.

- Hoping to have in place for the next registration cycle for Winter and Spring 2026.
- B. President (Monica Green)
 - No Report
- C. Vice President of Academic Affairs (Quinton Bemiller)
 - Approved the removal of 5 JFK student cap on all classes and move their registration to general.
 - This will go forward to the Executive Cabinet to move forward with the necessary changes.
 - Hoping to have in place for the next registration cycle for Winter and Spring 2026.
- D. Vice President Planning & Development (Tenisha James)
 - Equity Summit 3-day event kicks off Friday, Oct. 10 and will continue over the next three Fridays.
 - The Chancellor's Office has launched an Inland Empire Community of Practice focused on dual enrollment for Black students and other special populations (e.g., students with disabilities, foster youth, and formerly incarcerated). Norco College will participate, with Dr. James serving as the lead. More details and deliverables will be shared as they become available.
 - MVCC, SPGM, and Student Equity Plan are all going to the November Board of Trustees meeting for approval.
 - Faculty encouraged to align SLOs with assessment outcomes. Contact IR for help.
 - IEGC is working on a new charter template and procedures, which will go through Leadership Council, and Senate.
- E. Vice President Student Services (Kaneesha Tarrant)
 - Rosio Becerra effective as of Oct. 1st as the Interim Dean of Student Life; Student conduct issues or concerns will be addressed by her.
 - Standard of Care efforts continue, focusing on academic support through the PRT workgroup. Key areas include Element 451 for case management, Academic Senate's work on Early Alert and Canvas, and the workgroup's next steps building on PACES grant outcomes.
 - Title 5 update email sent out; Hortencia Cuevas will take over closing out the grants for the 25-26 year.

17. **Standing Committees & Liaisons Reports**

- A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC
- B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, District Safety and Security, Equity, PGSL

18. Meeting adjourned at 3:34 PM.

Senate President Ratifications 10.6.2025

Tim Russell - Program Review Faculty Co-Chair (Fall 2025-Spring 2027)

APC Faculty Rank 25-26

1. Student Services – Special Program –DSPS – DRC Counselor
2. Instructional – ETS
3. Instructional – ART
4. Instructional - ENE
5. Planning and Development: Equity Programs (make the MOC adjunct position full-time)
6. Student Services – Advising and Counseling – General Counselor

RCCD Strategic Plan 2025-2030

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Chancellor's Message

To be drafted later

Statement of Purpose

Purpose

The Riverside Community College District (RCCD) 2025–2030 Strategic Plan positions RCCD to lead with vision, equity and innovation in a rapidly changing higher education environment. Aligned with the California Community Colleges Vision 2030 goals, the plan reaffirms the District's commitment to student success, equitable access, and institutional excellence.

Building on the foundation of the 2019–2024 Strategic Plan and guided by Vision 2030, this plan advances RCCD's integrated approach to districtwide planning by aligning college strategic plans and educational master plans with shared District priorities. It sets clear goals, measurable outcomes, and supports a culture of continuous improvement.

Developed collaboratively with input from faculty, classified professionals, and administrators across the colleges and District Office, the plan recognizes RCCD as a unified district. The District is comprised of three colleges and the District Office. The colleges, as Hispanic-Serving Institutions (HSI), focus on instruction, student services, operations, and planning, while the District Office provides streamlining and coordinates support and programming in those areas to support student success.

The plan establishes a framework for accountability with the Board of Trustees, chancellor, and college leaders working together to achieve District goals. Measurable benchmarks and key performance indicators (KPIs), aligned with Vision 2030, will guide progress in areas like closing equity gaps, boosting completion rates, and improving workforce outcomes.

RCCD will continue using the five-District committee structure under the District Strategic Planning Council (DSPC): Teaching and Learning; Equity, Social, Economic, and Environmental Justice; Institutional Planning, Effectiveness and Governance; Resources; and Advancement and Partnerships. These committees monitor progress, assess results, and recommend improvements.

Overall, the 2025–2030 Strategic Plan provides a clear and collaborative roadmap to guide the District in meeting student needs, supporting innovation, and advancing an equitable future for the region and the state.

Process

The District has been developing the 2025-2030 Strategic Plan since September 2024, following the conclusion of the 2019–2024 plan. As shown in Figure 1, the timeline began with an assessment of the previous plan, providing a foundation for this new one. The California Community Colleges Chancellor's Office (CCCCO) also introduced Vision 2030, a statewide framework with which this new plan is intentionally aligned. After the assessment, the DSPC launched a districtwide workgroup comprising of faculty, classified professionals, and administration to collaboratively develop, draft and finalize the new strategic plan. The

workgroup convened throughout Spring and Summer 2025 to complete the environmental scan, SWOT analysis, mission, vision, goals, and objectives.

Drafts were presented for review by the DSPC and college leadership at the start of Fall 2025. Following vetting and approval by college and District governing bodies, the plan was officially adopted.

This strategic plan is the result of a collaborative effort led by administrators, faculty, and classified professionals, reflecting a shared commitment to continuous improvement and student success

Figure 1 Strategic Plan Development Timeline



Mission, Vision, and Values

RCCD Mission Statement

Riverside Community College District supports its colleges in empowering diverse learners, advancing equity, and promoting social justice and economic mobility through affordable public higher education. We provide the systems, resources and leadership needed to eliminate barriers, foster student success, and drive institutional transformation across the region.

RCCD Vision Statement

We envision a thriving region where education fuels opportunity, equity is realized, and every student has the power to shape their future.

RCCD Guiding Principles

The following values guide how RCCD serves its colleges and communities:

1. Student Success as Our Purpose

We exist to enable student learning, completion and opportunity—supporting colleges to design systems that place students first.

2. Equity in Action

We operationalize equity across policy, practice and resource allocation—especially for historically marginalized students and communities.

3. Collaboration Across Communities

We champion partnerships with industry, education and the community to expand impact and build shared prosperity.

4. Integrity and Accountability

We lead with transparency, uphold trust and take responsibility for aligning our efforts with our mission and goals in service to our colleges and community.

5. Innovation for the Future

We embrace change, encourage creative problem solving, integrate technology, and use data and reflection to improve outcomes for all.

Goals and Objectives

Goal 1: Equity in Access

Broaden opportunities for all area residents to begin or continue their higher education journey at RCCD colleges.

Objective 1.1: Increase with equity the number of students attending a RCCD college, especially among underserved populations.

Benchmark/KPI: By 2030, achieve a 25% equitable increase in RCCD student enrollment.

Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

Benchmark/KPI: By 2030, achieve 10% of FTES through dual enrollment.

Objective 1.3: Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

Benchmark/KPI: By 2030, increase paid WBL opportunities by 25% - achieving an average annual growth of 5%, as measured by the number of students participating in paid WBL.

Objective 1.4: Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

Benchmark/KPI#1: By 2030, increase noncredit enrollment to achieve at least 500 FTES based on availability of space.

Benchmark/KPI#2: By 2030, increase the number of adult (25 or older) student headcount by 25%.

Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and support success of students who choose to pursue their educational goals at a distance through online education.

Benchmark/KPI: By 2030, eliminate the course success rate gaps across all instructional modalities.

Goal 2: Equity in Success

Improve the academic and career success of all current and prospective RCCD students.

Objective 2.1: Completion: Increase with equity the number of students who achieve a meaningful educational outcome.

Benchmark/KPI#1: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%.

Benchmark/KPI#2: By 2030, increase three-year completion rates by at least 15%.

Objective 2.2: Increase with equity the number of students earning an Associate Degree for Transfer (ADT) and transferring.

2.2a: Increase with equity the number of students earning an ADT.

Benchmark/KPI: By 2030, increase with equity ADT awards by 35%.

2.2b: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

Benchmark/KPI: By 2030, develop at least one bachelor's program at each of the three colleges.

2.2c: Increase with equity the number of students transferring to UC or CSU.

Benchmark/KPI: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

Objective 2.3: Workforce Outcome: Identify the region's high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.

Benchmark/KPI#1: By 2030, increase with equity the number of graduates earning a living wage by 10%.

Benchmark/KPI#2: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

Goal 3: Equity in Support

Provide maximum levels of institutional support to students by achieving a systematic Standard of Care that supports students from matriculation through completion.

Objective 3.1: Maximize Financial Aid: Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.

Benchmark/KPI: By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

Objective 3.2: Improve Access to Basic Needs: Ensure that RCCD students have equitable access to timely basic needs support (including but not limited to food, housing, mental health, and technology) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

Benchmark/KPI: By 2030, increase student access to basic needs support services—including food, housing, mental health assistance, technology and other services by 25%.

Objective 3.3: Reduce Units to Completion: Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.

Benchmark/KPI#1: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.

Benchmark/KPI#2: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.

Goal 4: Institutional Effectiveness

The District identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.

Objective 4.1: Improve the efficiency and timeliness of core District processes and procedures, such as Human Resources, Business and Financial Services, and Institutional Advancement & Economic Development, to effectively support the development and delivery of instructional, student support and administrative services.

Benchmark/KPI: District Office will develop KPIs, define baseline data, and set measurable targets.

Objective 4.2: Attain a district-level efficiency of 18 (FTES/FTEF).

Benchmark/KPI: Achieve overall efficiency of 18 FTES/FTEF.

Goal 5: Resources

The District will acquire, manage and deploy resources - including human, facilities, technology, and financial - to support District goals and advancement.

Objective 5.1: Strengthen and refine the equitable distribution of funds among the colleges and the District Office.

Benchmark/KPI: By 2030, develop a transparent, data-driven budget allocation model for colleges and the District Office to equitably and efficiently distribute resources across all units.

Objective 5.2: Increase student, faculty and staff satisfaction with their well-being and safety.

Benchmark/KPI: Human Resources Sub-Committee and District Safety and Security Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

Objective 5.3: Strengthen the physical plant to support academic programs, workforce training, student support services, and administrative functions districtwide.

Benchmark/KPI#1: Conduct annual space utilization and optimization studies, with a target of implementing 80% of identified recommendations and repurposing 80% of underutilized classrooms and labs into other priority spaces.

Benchmark/KPI#2: Complete 25% of prioritized schedule maintenance projects each year, based on districtwide facilities condition assessments.

Objective 5.4: Advance student success and institutional growth through equitable access to technology; a culture of innovation and collaboration; and a resilient, future-ready infrastructure that leverages generative AI and emerging technologies.

Benchmarks/KPIs: IT will establish baselines and targets for the following KPIs:

- Utilization rates of student-facing digital services (MyPortal, SARS, etc.)
- Percentage of core systems migrated to cloud-based infrastructure.
- Faculty and staff participation in technology-focused professional development.
- Student access to hardware - laptops/internet/hotspots, etc.

Goal 6: Partnerships and Community Engagement

Strengthen RCCD's role and impact as a leading academic institution by cultivating strategic partnerships, engaging the community, and expanding resources to support student success.

Objective 6.1: Expand collaborative partnerships with educational institutions, civic organizations, and businesses to advance student success, regional workforce development, and community enrichment.

Benchmark/KPI: Increase the number of formal partnership agreements leading to resource generation, coordinated programming, and leveraged services by 25% by 2030 (5% annual increase).

Objective 6.2: Strengthen RCCD capacity to achieve its vision, mission and strategic priorities

through the acquisition of financial resources and other external support, including, but not limited to, public and private grant funding, philanthropic contributions, and government advocacy.

Benchmarks/KPIs: Diversify funding streams to address uncertainty at the state and federal levels and reduce reliance on any one source as measured by:

6.2.1 Increase the breadth of public granting agencies and/or programs that support the District by an average of 5 submissions each year to agencies and/or programs that have not previously been pursued and 3 new awards from these same agencies.

6.2.2 Increase the value of private gifts by 25% by 2030 (5% annual increase)

6.2.3 Increase financial resources obtained from non-public sources, including but not limited to private foundations, corporations, community based groups, and others by 25% by 2030 (5% annual increase).

Objective 6.3: Increase the economic impact of RCCD through the delivery of targeted workforce and economic development initiatives that support employers, employees, industry sectors, and entrepreneurs, among others.

Benchmark/KPI: Increase the number of RCCD workforce and economic development program participants who obtain employment, participate in upskill training, increase wages, obtain federal contracts, or start a business by 5% annually.

Objective 6.4: Establish and execute an annual legislative agenda that proactively identifies, monitors, and responds to proposed legislation impacting RCCD priorities through strategic engagement, reporting, and advocacy.

Benchmark: Establish tracking systems that monitor proposed legislation, provide updates to leadership on items that impact RCCD priorities, and ensure timely input into the legislative agenda through active engagement with policymakers and advocacy groups.

Objective 6.5: Enhance and improve internal and external communications in support of the goals and objectives outlined in the RCCD's Strategic Plan.

Benchmark/KPIs: By June 2026, develop and implement a comprehensive set of communication standards and guidelines adopted by the District, with annual reviews to ensure alignment with strategic priorities; execute four targeted marketing campaigns annually beginning in FY 2026; deliver at least 40 multimedia content pieces and creative assets annually that support RCCD initiatives.

Basic Strategies

Of the six District goals - each with specific objectives - the first three (Equity in Access, Equity in Success, and Equity in Support) correspond most directly to the mission of the District and serve as the driving force of the strategic planning process. These three goals form the basis for all of the District's teaching and learning activities and provide the essential foundation for prioritizing resources.

The following section outlines a set of possible basic strategies to support these and the remaining District goals. While not exhaustive, these strategies offer a practical starting point to advance our commitment to equity, effectiveness and student-centered innovation. Developed collaboratively, it includes a clear purpose, actionable plans, and alignment with specific objectives to guide measurable progress by 2030. Together, they serve as a roadmap to initiate implementation and spark continued dialogue, refinement and expansion as RCCD moves forward.

Goal 1: Equity in Access

Strategy 1: Community-Centered Outreach and Engagement

Purpose: Build trust and awareness among underserved populations to increase equitable access.

Plan of Action:

- Partner with community-based organizations, faith groups, and cultural centers to host college information sessions in multiple languages.
- Launch a mobile outreach unit to visit neighborhoods, community events, and high schools with enrollment support and program information.
- Develop culturally relevant marketing campaigns using local media, social media influencers, and student ambassadors.
- Collaborate and visit K-8 schools to introduce college earlier in the academic pipeline.

Supports Objectives:

- ✓ 1.1 (Enrollment Equity)
- ✓ 1.2 (Dual Enrollment)
- ✓ 1.4 (Noncredit/Adult Ed)

Strategy 2: Seamless Pathways and Enrollment Support

Purpose: Remove barriers to entry and streamline the student journey from interest to completion.

Plan of Action:

- Implement a "One-Stop" digital and in-person enrollment hub with multilingual support.

- Simplify dual enrollment processes through MOUs with local high schools and shared data systems.
- Offer enrollment incentives, including incentives for pursuing full-time enrollment, such as free application workshops, transportation vouchers, or textbook support.
- Scale Credit for Prior Learning (CPL) opportunities with a focus on military service, apprenticeships, and technical industry certifications.

Supports Objectives:

- ✓ 1.1 (Enrollment Equity)
- ✓ 1.2 (Dual Enrollment)
- ✓ 1.4 (Noncredit/Adult Ed)

Strategy 3: Workforce-Aligned Program Expansion

Purpose: Align RCCD offerings with regional economic needs and provide real-world learning opportunities.

Plan of Action:

- Collaborate with local employers and workforce boards to co-design Career Education and noncredit programs.
- Expand paid internships, apprenticeships and job shadowing through employer partnerships and grant funding.
- Launch targeted programs in ESL, digital literacy, and reentry skills with flexible scheduling and wraparound services.

Supports Objectives:

- ✓ 1.3 (Work-Based Learning)
- ✓ 1.4 (Noncredit/Adult Ed)

Goal 2: Equity in Success

Strategy 1: Completion and Support

Purpose: Support students in staying on track and completing their educational goals efficiently and equitably by implementing the Standard of Care framework.

Plan of Action:

- Ensure every student is assigned counselors and educational resource advisors to streamline their educational pathway.
- Expand proactive academic advising and case management, especially for first-generation and underserved students.
- Strategically implement academic support services, including assigned tutoring, to students in academic distress.
- Implement AI and other advanced technological tools to provide real-time access to degree audit and personalized academic plans to support timely completion.

- Offer completion incentives such as graduation grants, textbook vouchers, or priority registration for students nearing completion.

Supports Objectives:

- ✓ 2.1 (Completion)
- ✓ 2.2a (ADT Awards)
- ✓ 2.2c (Transfers)

Strategy 2: Strengthen Transfer and Baccalaureate Pathways

Purpose: Create clear, supported pathways to four-year degrees and expand local baccalaureate options.

Plan of Action:

- Deepen partnerships with UC and CSU to streamline transfer pathways and articulation agreements.
- Create opportunities for guaranteed admissions to transfer institutions, providing students with access to transfer opportunities.
- Launch targeted ADT campaigns and transfer fairs with university partners.
- Develop and promote RCCD bachelor degree programs aligned with regional workforce needs (e.g., healthcare, IT, education).

Supports Objectives:

- ✓ 2.2a (ADT)
- ✓ 2.2b (Bachelor's Programs)
- ✓ 2.2c (Transfers)

Strategy 3: Career-Connected Learning and Economic Mobility

Purpose: Ensure students are prepared for high-wage, high-demand careers through real-world learning and support.

Plan of Action:

- Integrate career exploration and planning into the first-year experience and across the curriculum.
- Grow partnerships with employers to expand internships, apprenticeships and job placement services.
- Track and support alumni outcomes to ensure equitable attainment of living-wage employment.

Supports Objectives:

- ✓ 2.1 (Completion)

- ✓ 2.3 (Living Wage)
- ✓ 2.2b (Bachelor's Programs)

Goal 3: Equity in Support

Strategy 1: Proactive Financial Aid Outreach and Support

Purpose: Ensure all eligible students access the financial resources they need.

Plan of Action:

- Launch a multilingual, culturally responsive financial aid awareness campaign targeting high-need communities.
- Embed financial aid workshops into onboarding, orientation and first-year experience programs.
- Partner with high schools and community organizations to offer FAFSA and Dream Act Application completion events and one-on-one support.

Supports Objective:

- ✓ 3.1 (Maximizing Financial Aid)

Strategy 2: Integrated Academic Planning and Advising

Purpose: Help students complete their degrees efficiently by reducing excess units.

Plan of Action:

- Implement mandatory academic planning sessions using degree audit tools and guided pathways maps.
- Provide additional professional development for counselors, faculty and classified professional advisors to monitor student progress through implementing Standard of Care and intervene early when students deviate from their plans.
- Use predictive analytics to identify students at risk of accumulating excess units and provide targeted advising.
- Embed technological solutions to reduce time and improve efficiency where appropriate.

Supports Objective:

- ✓ 3.3 (Reduce Units to Completion)

Strategy 3: Cross-Sector Student Support Ecosystem

Purpose: Leverage partnerships to provide wraparound services that address students' academic, financial and social needs.

Plan of Action:

- Establish formal referral networks with local housing, food security, mental health, and transportation providers.
- Co-locate services on campus through partnerships with county agencies and nonprofits. Create a centralized student support hub (physical and virtual) to connect students with available resources.
- Develop and implement a classified professional development plan to ensure adequate staffing, balanced workloads, and ongoing training to support expanded services.

Supports Objectives:

- ✓ 3.1 (Maximizing Financial Aid)
- ✓ 3.2 (Access to Basic Needs Support)

Goal 4: Institutional Effectiveness

Strategy 1: Streamline Core Administrative Processes

Purpose: Improve the efficiency and responsiveness of essential District operations to better support instruction and student services.

Plan of Action:

- Gather information on process reviews and assessments that have already been completed.
- Conduct process mapping and time-motion studies in HR and Business and Financial Services to identify bottlenecks.
- Implement digital workflow systems (e.g., e-signatures, automated approvals) to reduce processing time.
- Establish and monitor KPIs for HR, Finance, and Institutional Advancement with regular reporting and continuous improvement cycles.

Supports Objective:

- ✓ 4.1 (Efficiency in Core Processes)

Strategy 2: Integrate Advanced Technology for Institutional Innovation

Purpose: Leverage emerging technologies to enhance learning, student support, and administrative functions.

Plan of Action:

- Pilot AI-powered tools (e.g., chatbots, virtual advisors) to improve access and responsiveness of districtwide services.

- Support faculty subject matter experts to explore emerging technologies in teaching and learning, ensuring alignment with academic standards and contributions to student success.
- Adopt new technology solutions that improve accessibility, engagement, or operational efficiency.
- Provide professional development to develop deeper knowledge and use of currently available technology solutions such as Microsoft 365 applications.
- Implement Anthology as a centralized platform that connects student success, academic affairs, BFS, and HRER by streamlining data integration, automating workflows, and providing real-time dashboards.

Supports Objective:

- ✓ 4.1 (AI and Technology Integration to Improve Efficiency, Productivity and Innovation)

Strategy 3: Optimize Instructional Efficiency and Resource Allocation

Purpose: Improve instructional productivity while maintaining quality and equity in learning outcomes.

Plan of Action:

- Use data analytics to align course offerings with student demand and program pathways.
- Identify and introduce technology driven tools to automate course scheduling to maximize resource efficiency.
- Include Instructional Department Coordinators (IDCs) in the planning, training, and implementation of course scheduling technologies.
- Provide professional development for deans and department chairs on scheduling efficiency and FTES/FTEF optimization.
- Monitor and report on FTES/FTEF ratios districtwide, with targeted interventions to reach the benchmark of 18.

Supports Objective:

- ✓ 4.2 (Instructional Efficiency)

Goal 5: Resources

Strategy 1: Equitable and Transparent Resource Allocation

Purpose: Ensure that funding and staffing are distributed fairly across the entire District to meet the diverse needs of each college.

Plan of Action:

- Assess BAM model to guide equitable budget allocations, incorporating enrollment, program costs, and student needs.

- Use a Total Cost of Ownership model to improve efficient and equitable use of resources.
- Establish clear KPIs and targets for resource distribution through collaboration with college and District finance, DBAC, and HR (e.g., 75% full-time faculty goal).
- Conduct annual equity audits of budget and staffing allocations to ensure alignment with institutional priorities.
- Complete the budget allocation model by integrating actual cost of college specific CTE programs.
- Support colleges to develop a BAM within the various units of their college along the principles laid for the District.
- Develop a BAM through the District Office that is data driven.

Supports Objective:

- ✓ 5.1 (Equitable Distribution of Funds)

Strategy 2: Foster a Safe, Inclusive and Supportive Campus Environment

Purpose: Promote access to resources to improve the physical, emotional well-being, and professional growth of students, faculty and staff.

Plan of Action:

- Expand campus safety infrastructure (e.g., lighting and surveillance) and implement regular safety drills.
- Continue and monitor well-being initiatives such as mental health services, wellness workshops, and employee assistance programs.
- Conduct annual climate and safety surveys and use results to guide continuous improvement efforts.
- Establish targeted hiring pipelines, career ladders, and professional growth opportunities for classified professionals to support retention of skilled employees and clear pathways for advancement.

Supports Objective:

- ✓ 5.2 (Well-being and Safety)

Strategy 3: Build a Future-Ready, Tech-Enabled Infrastructure

Purpose: Advance student success and institutional resilience through strategic investments in facilities and technology.

Plan of Action:

- Prioritize capital projects that support academic programs, workforce training, and student services in collaboration with District and college leadership.

- Expand access to digital tools and cloud-based systems to improve service delivery and learning outcomes.
- Provide dedicated training time and workload support for classified professionals and managers to adapt to new emerging technologies, ensuring AI tools enhance their student-facing roles.

Supports Objectives:

- ✓ 5.3 (Strengthen Physical Plant)
- ✓ 5.4 (Technology and Innovation)

Goal 6: Partnerships and Community Engagement

Strategy 1: Build and Deepen Strategic Partnerships

Purpose: Expand RCCD's network of collaborators to enhance student success, workforce development, and community enrichment.

Plan of Action:

- Formalize new partnership agreements with K-12 districts, universities, employers, and civic organizations.
- Host annual partnership summits to align goals, share data, and co-design programs.
- Develop a centralized partnership tracking system to monitor growth and impact.

Supports Objective:

- ✓ 6.1 (Expand Collaborative Partnerships)

Strategy 2: Diversify and Grow External Funding Sources

Purpose: Strengthen RCCD's financial resilience and capacity to support strategic priorities.

Plan of Action:

- Launch a districtwide effort to pursue and secure non-public grant funding through coordinated efforts on the part of the RCCD Foundation and the Grants and Sponsored Programs teams.
- Establish an annual districtwide giving campaign and donor engagement strategy to grow philanthropic support.
- Advocate for RCCD priorities at the local, state and federal levels through coordinated government relations efforts.
- Expand advocacy to regional, state and national foundations (i.e., Irvine Foundation, College Futures, etc.)

Supports Objective:

- ✓ 6.2 (Increase External Support)

Strategy 3: Drive Regional Economic and Workforce Development

Purpose: Position RCCD as a key driver of economic mobility and innovation in the region.

Plan of Action:

- Expand workforce training and upskill programs in partnership with industry sectors and economic development agencies.
- Launch entrepreneurship and small business support initiatives through RCCD centers or incubators.
- Conduct and publish economic impact reports every three years to demonstrate RCCD's value to the region.

Supports Objective:

- ✓ 6.3 (Increase Economic Impact)

Appendices

A. Strategic Plan Assessment and Analysis of Key Performance Indicators

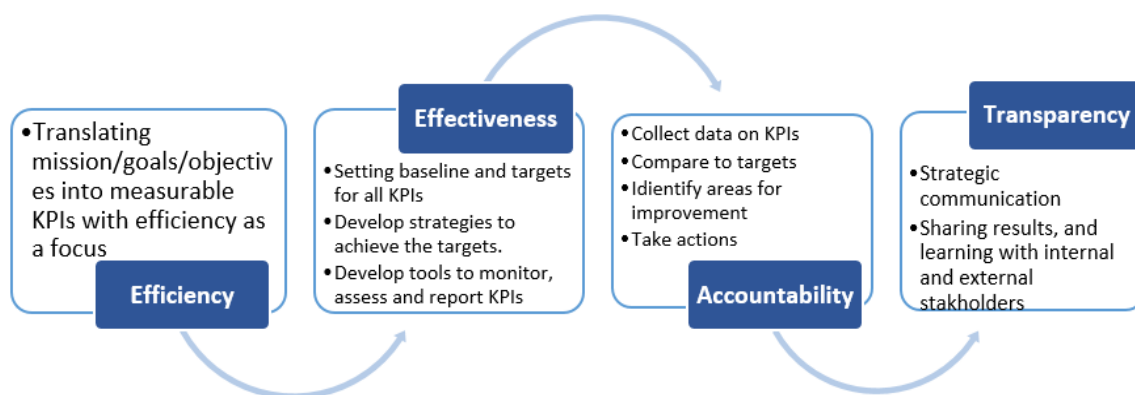
RCCD 2025–2030 Strategic Plan Assessment Process

RCCD’s assessment of its 2025–2030 Strategic Plan is grounded in an integrated, cyclical process that promotes institutional improvement through clear metrics, continuous feedback, and evidence-based decision-making. Designed to evaluate how effectively RCCD fulfills its mission, vision, and strategic goals, this process is anchored in the principles of **Efficiency**, **Effectiveness**, **Accountability**, and **Transparency** - ensuring measurable progress and districtwide alignment.

At the core of this assessment process are four key pillars:

- **Efficiency** begins the cycle by translating the District’s mission and strategic goals into meaningful KPIs. In collaboration with the DSPC, colleges, and departments, RCCD defines metrics related to equity in student access, success, and support; institutional effectiveness; resource allocation; and community engagement. The goal is to optimize resource utilization while maintaining high quality and responsiveness, with a strong focus on advancing student success and closing equity gaps.
- **Effectiveness** involves establishing baselines and annual performance targets for each KPI using both internal and external data. RCCD develops tools and frameworks to monitor progress and assess the impact of strategic initiatives, ensuring alignment between institutional efforts and desired outcomes and impacts.
- **Accountability** is a measure of the power of the strategic plan to function as a powerful instrument for delegation of responsibilities and thereby acts as a means to require accountability. Accountability is achieved through systematic measurements and reporting. KPI results are evaluated annually and compared to established targets in a formal Annual Progress Report, which highlights accomplishments, identifies areas for improvement, and assigns responsibility for follow-up actions. This fosters a culture of continuous improvement and performance-based accountability.
- **Transparency** ensures that outcomes, findings, and improvement plans are clearly communicated across the District. Governance structures and decision-making processes are reviewed regularly for clarity and accessibility. Results are disseminated via presentations, publications, and District websites to promote trust, engagement and institutional integrity.

Framework to Assess RCCD 2025-2030 Strategic Plan



To reinforce these efforts, RCCD will prepare a written annual summary of the progress report, which will be shared broadly across the District. This summary will keep all constituents - including faculty, staff, students and administration - informed of progress, challenges and strategic adjustments.

Importantly, RCCD will integrate this annual strategic plan assessment process with the districtwide program review process. By embedding strategic goals/objectives and KPIs into program review, departments and units will be able to align their planning, resource requests and improvement efforts with the overarching goals of the Strategic Plan. This integration ensures coherence across planning processes and creates a unified framework for continuous institutional effectiveness and accountability.

This assessment cycle is iterative and ongoing, allowing RCCD to continuously translate its strategic vision into measurable impact. Each year, the District will review and refine KPIs, including developing KPIs for social and economic mobility, assess progress, report results, and implement improvements. If goals are not met, corrective actions will be initiated. This closed-loop approach ensures that the Strategic Plan remains a dynamic, responsive tool that supports both internal development and the broader priorities of Vision 2030.

Analysis of Key Performance Indicators (KPIs)

KPIs provide a structured framework for measuring institutional progress toward achieving the District's strategic goals and objectives. Each KPI is aligned with a specific objective and includes a defined baseline - the current performance level based on the most recent validated data - and a target representing the desired level of achievement over the next five years.

By setting clear, measurable benchmarks, this section ensures accountability and facilitates data-informed decision-making across the District. The KPIs will be monitored annually and updated as needed to reflect changing conditions, new initiatives, and evolving District priorities. Together, these metrics support RCCD's continuous improvement efforts and commitment to equitable student success.

Equity in Assessment of KPIs

Equity is a foundational theme embedded throughout the goals, objectives and KPIs outlined in this document. Its consistent integration across all facets of the planning process reflects its centrality to the mission and vision of the District. Rather than isolating equity as a standalone objective, RCCD aligns with statewide practices by embedding equity considerations within each goal and measure.

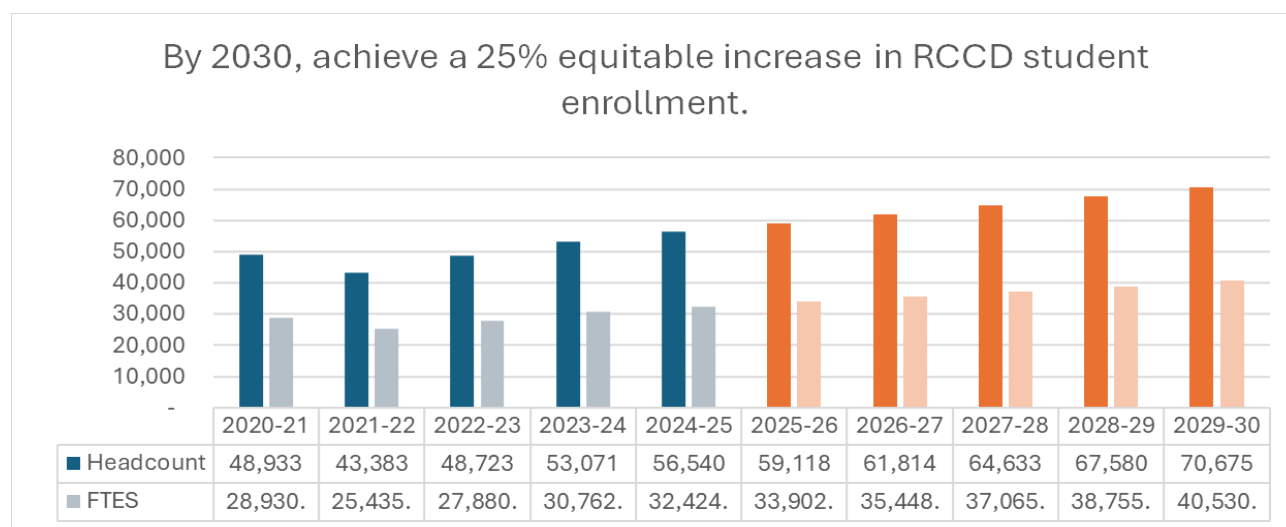
In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1) method, a recognized approach for identifying disproportionate impact (DI). This method compares the performance of specific student populations against the overall performance, excluding the population in question. For instance, the success rate of African American students will be compared to the overall success rate minus African American students. If the resulting gap exceeds the established margin of error, the population will be designated as experiencing disproportionate impact.

Importantly, improvements in overall success rates must be accompanied by a proportional reduction in DI gaps as identified through PPG-1 analysis. Meeting the overall target alone does not constitute full attainment of a KPI unless there is also demonstrable progress in closing equity gaps among DI populations identified during the initial assessment year. This equity-focused analysis will be incorporated into the annual evaluation of each goal to ensure accountability and sustained progress. Resources will support the progress through equitable allocation of human and fiscal resources aligned through the District's Standard of Care framework to continually uplift student segments experiencing disproportionate impacts.

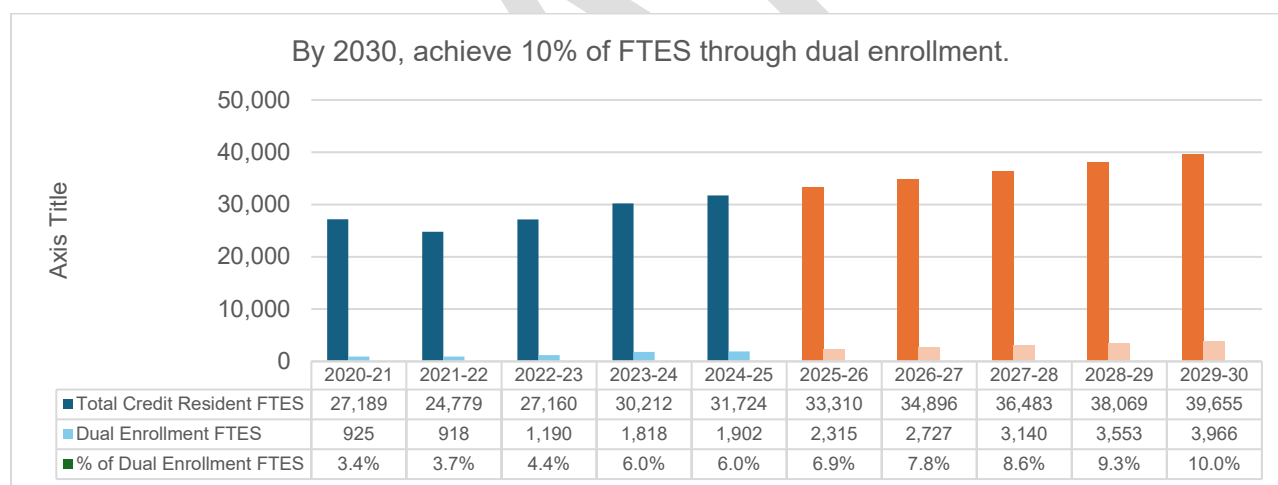
Overall KPI Baselines and Targets

This section presents the KPIs for Goals 1 (Equity in Access), 2 (Equity in Success), and 3 (Equity in Support), which focus on student-related outcomes. Some KPIs for Goals 4, 5 and 6 are currently under development and will be added at a later stage. The data and projections use 2024–2025 as the baseline year, with annual targets established for each KPI over the next five years.

Objective 1.1: Increase with equity the number of students attending a RCCD college, especially among underserved populations.

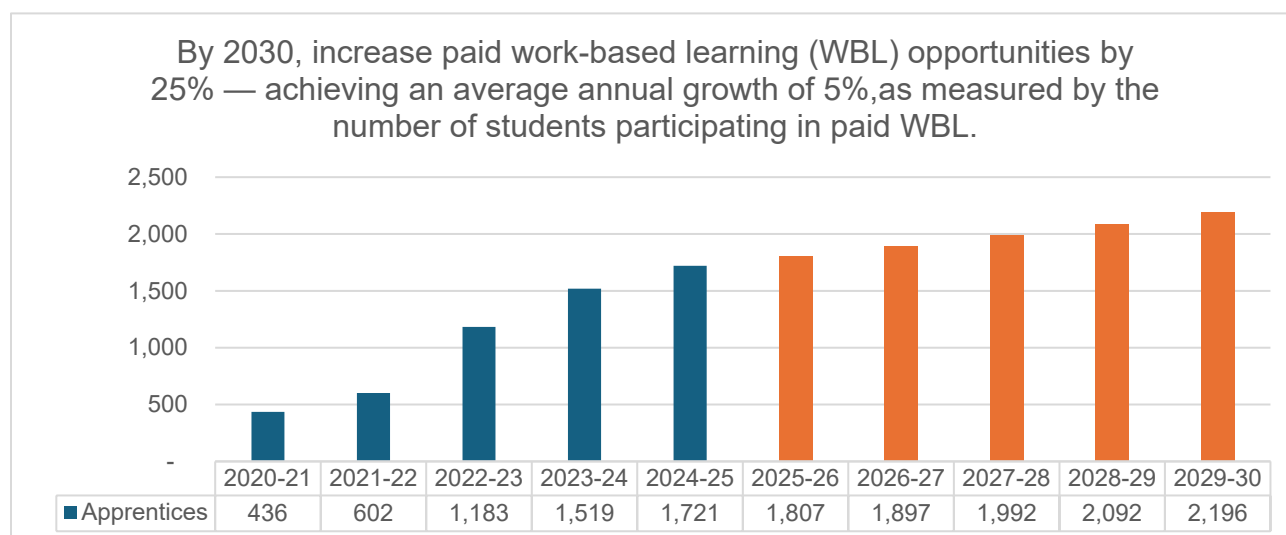


Objective 1.2: Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

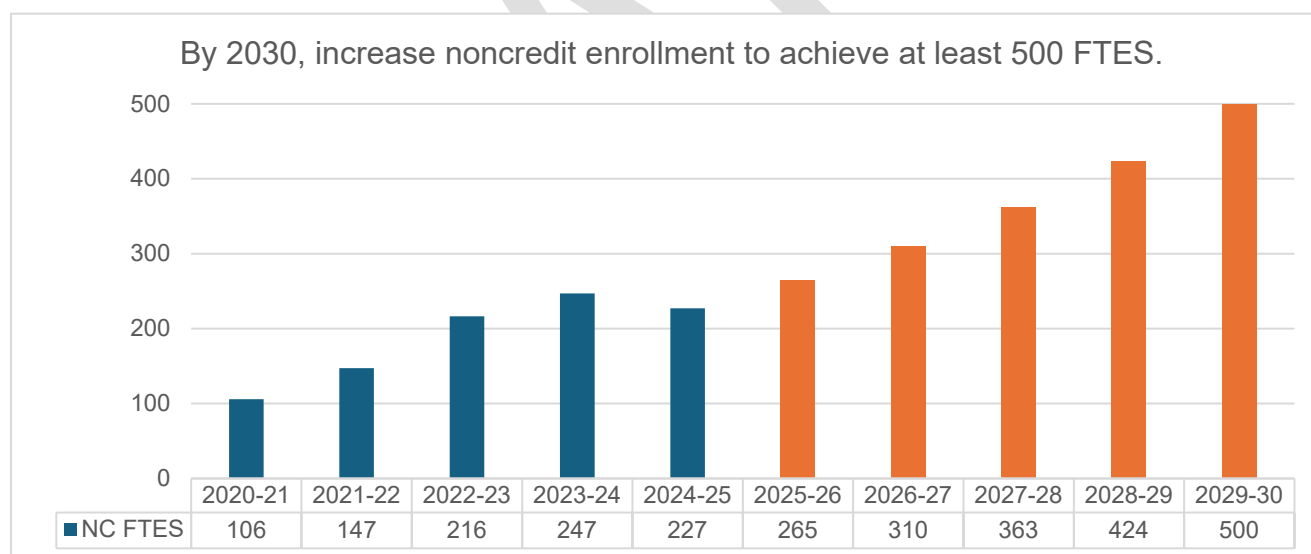


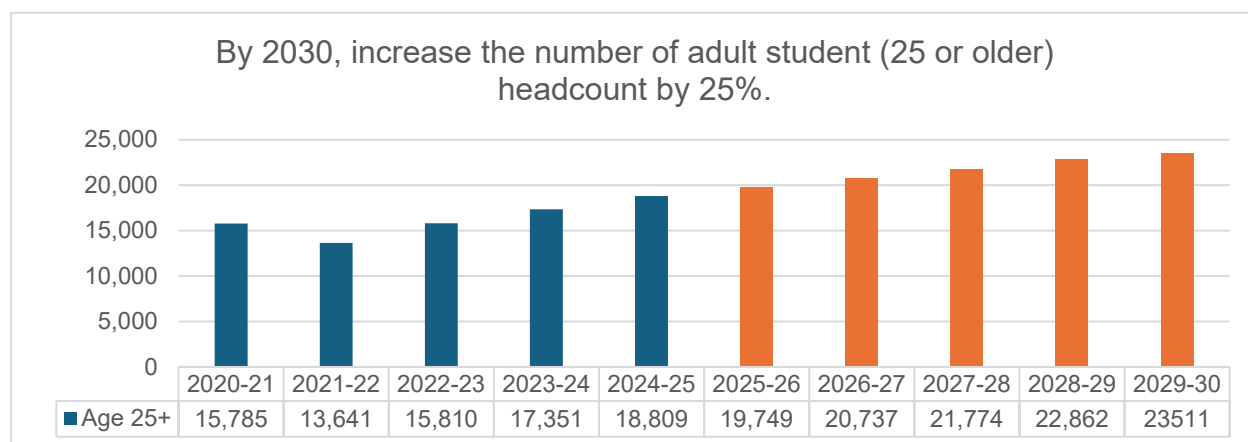
Note: Data are from CCSF-320 reports.

Objective 1.3: Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

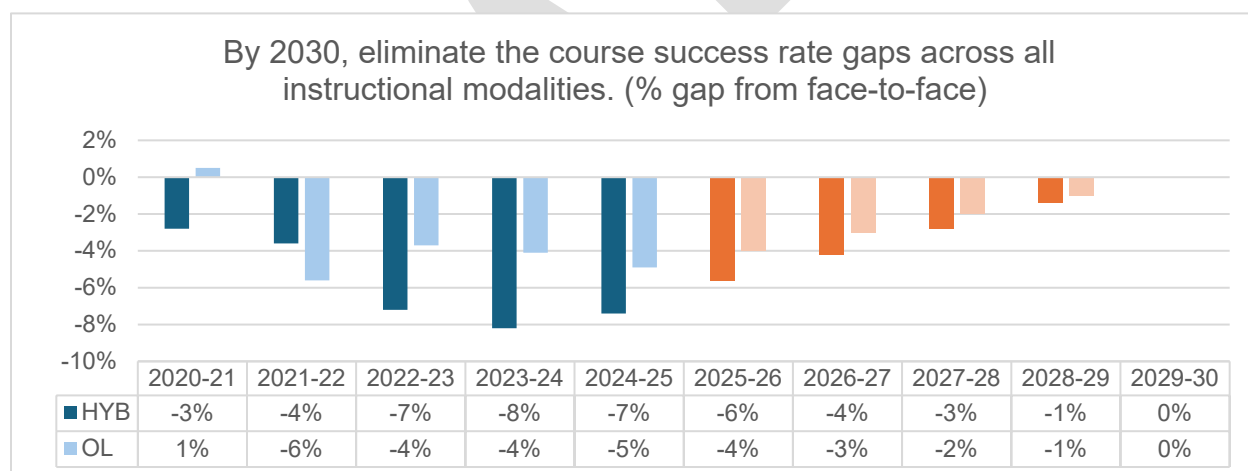


Objective 1.4: Grow RCCD’s noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

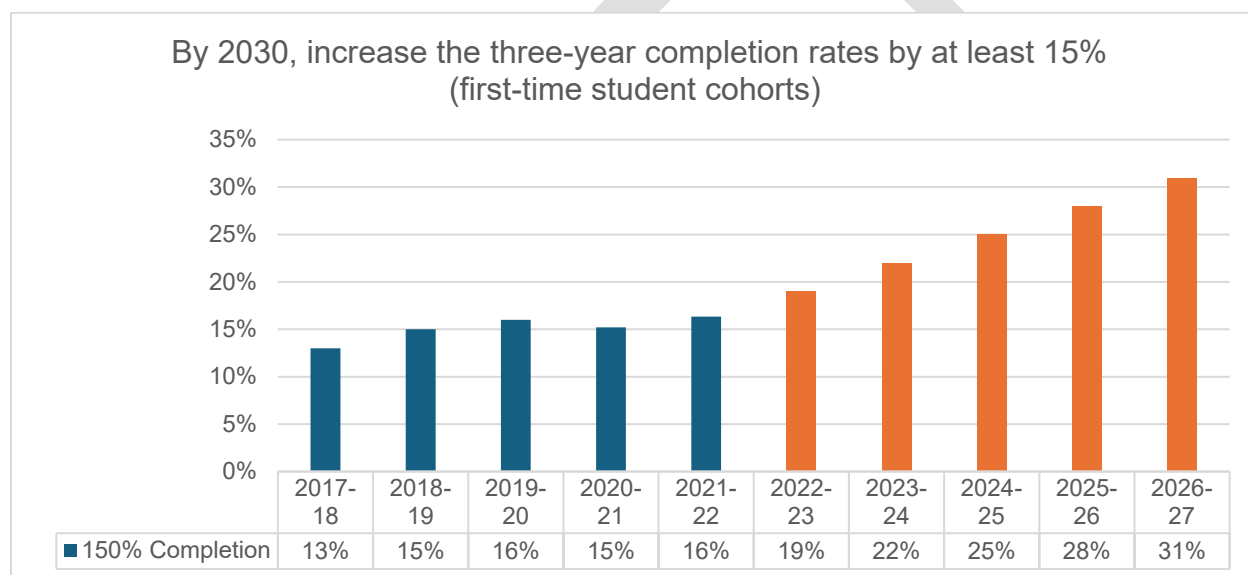
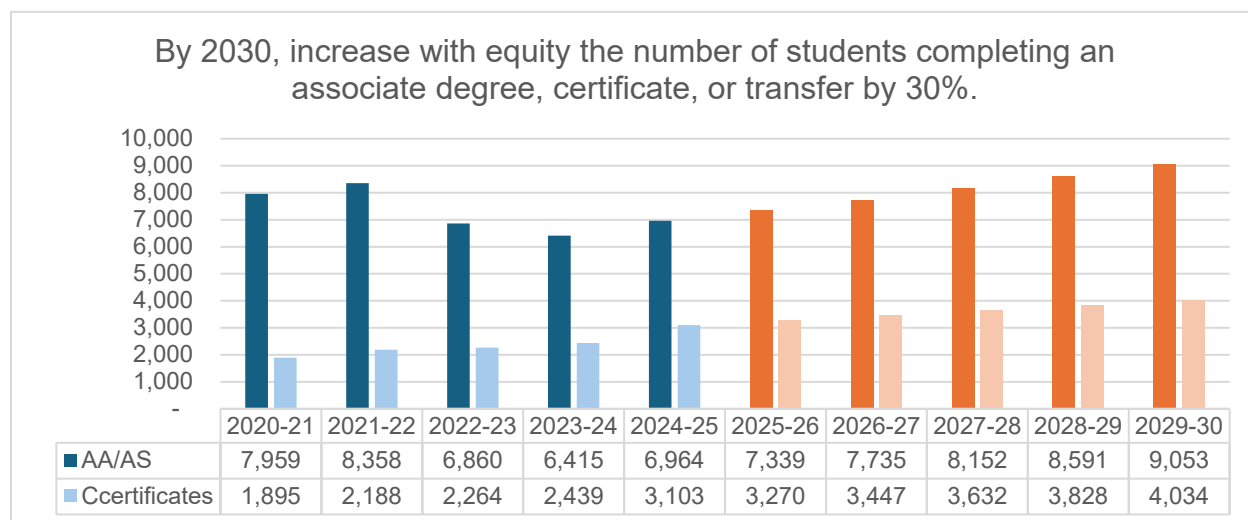




Objective 1.5: Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online education.

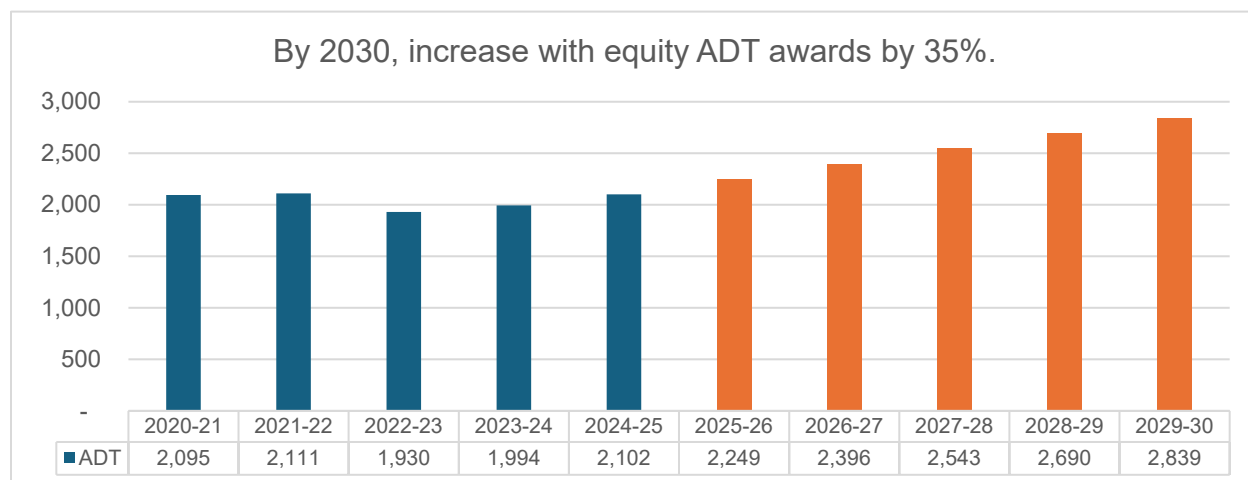


Objective 2.1: Completion: Increase with equity the number of students who achieve a meaningful educational outcome.



Objective 2.2: Increase with equity the number of students earning ADTs and transferring.

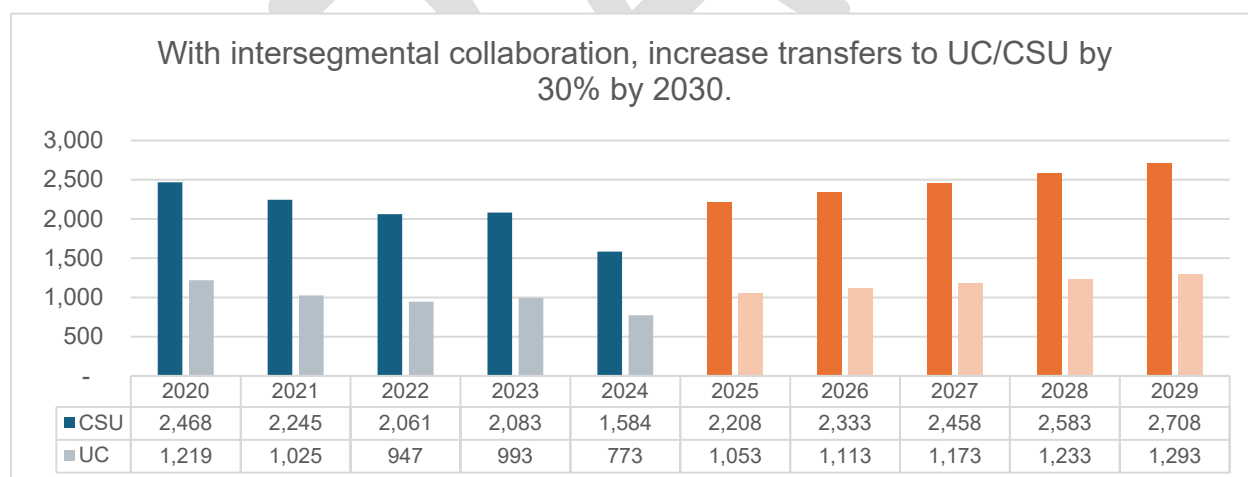
2.2a: Increase with equity the number of students earning an Associate Degree for Transfer (ADT).



2.2b: Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

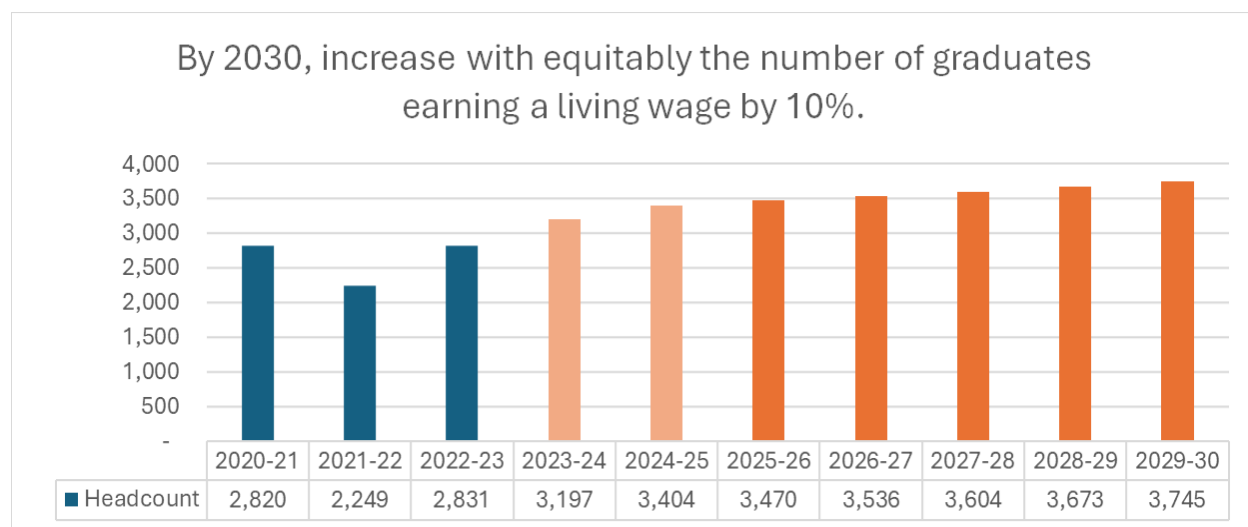
Benchmark/KPI: By 2030, develop at least one bachelor's degree program at each of the three colleges.

2.2c: Increase with equity the number of students transferring to UC or CSU.



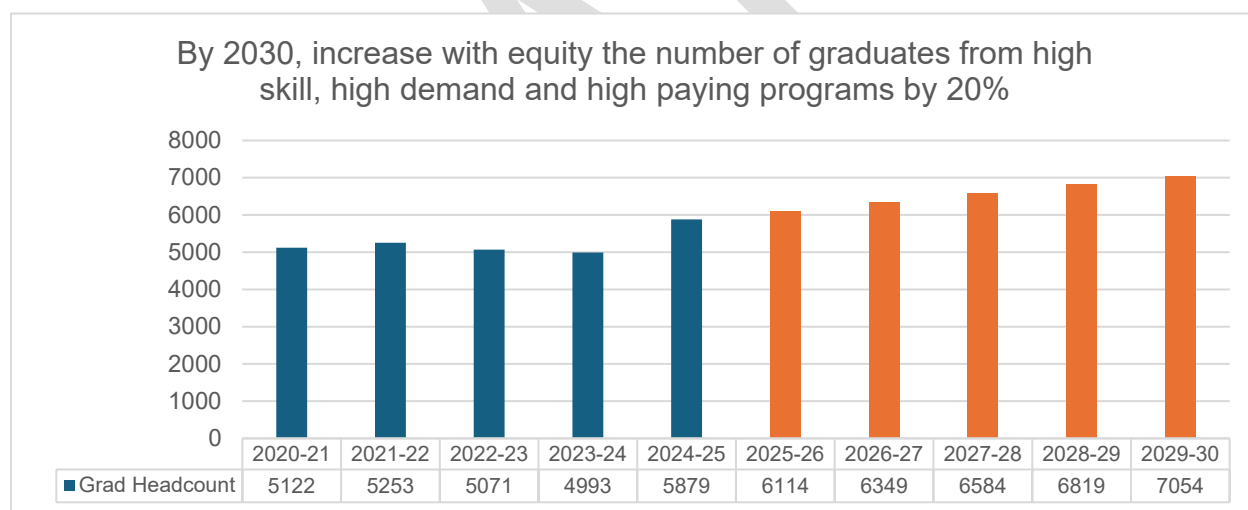
Note: Due to unavailable data, 2023 was used as the baseline for the projections.

Objective 2.3: Workforce Outcome: Identify the region's high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.



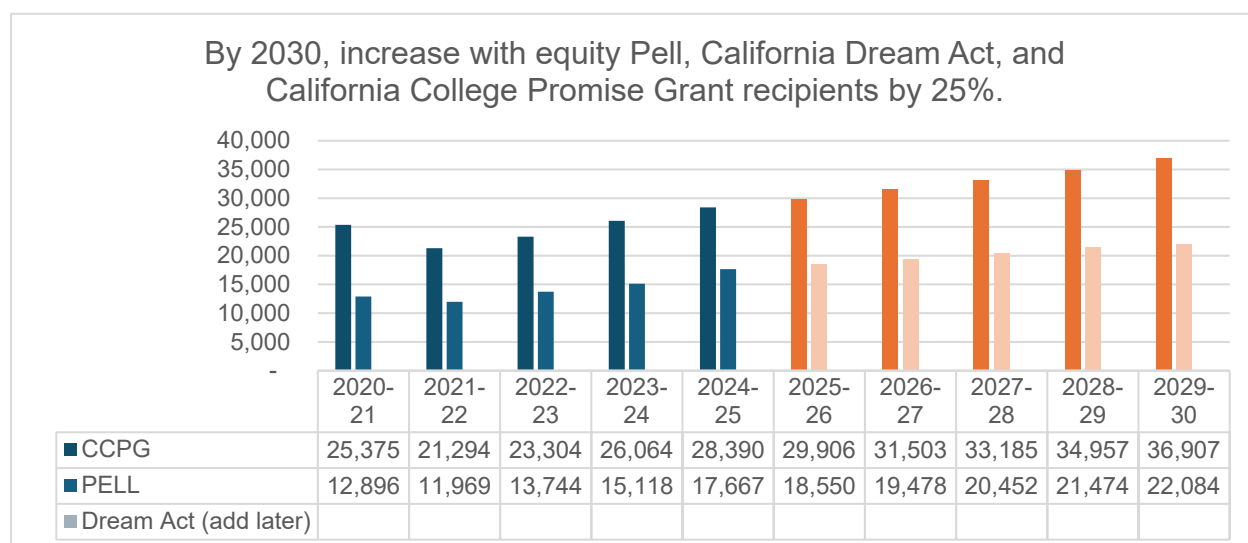
** Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.*

**Note: We will also look at programs with a living wage from the Bureau of Labor Statistics and connect that to graduates.*

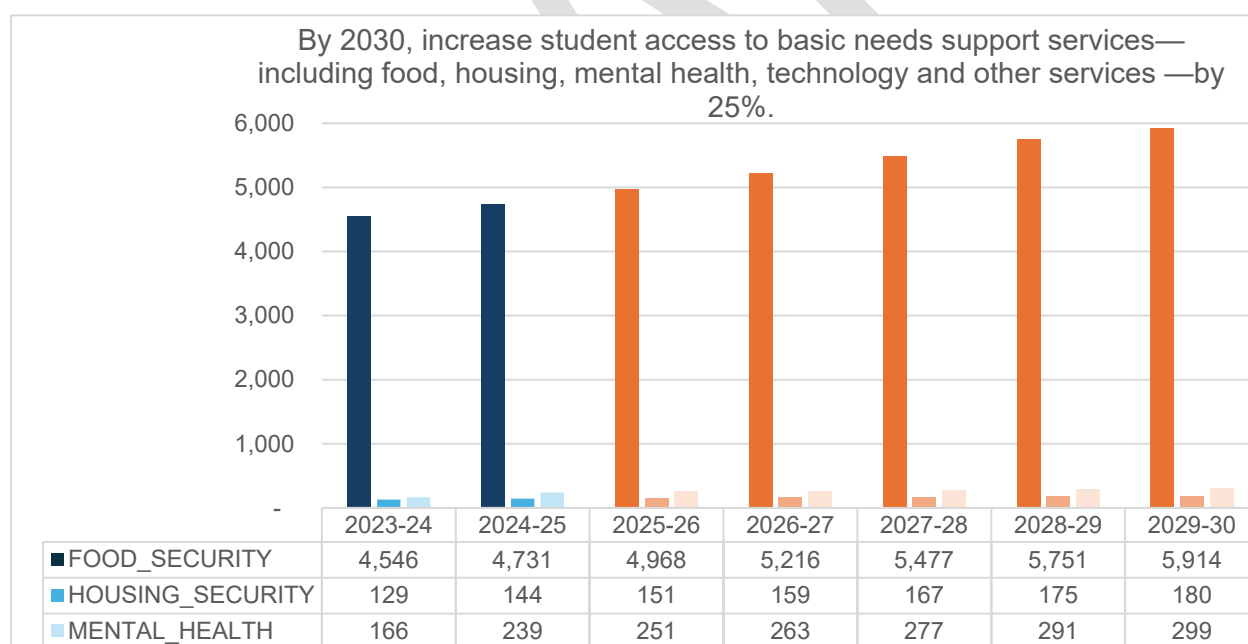


Note: High paying jobs are jobs associated with TopCodes that have an average of \$25 hourly wage.

Objective 3.1: Maximizing Financial Aid: Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.

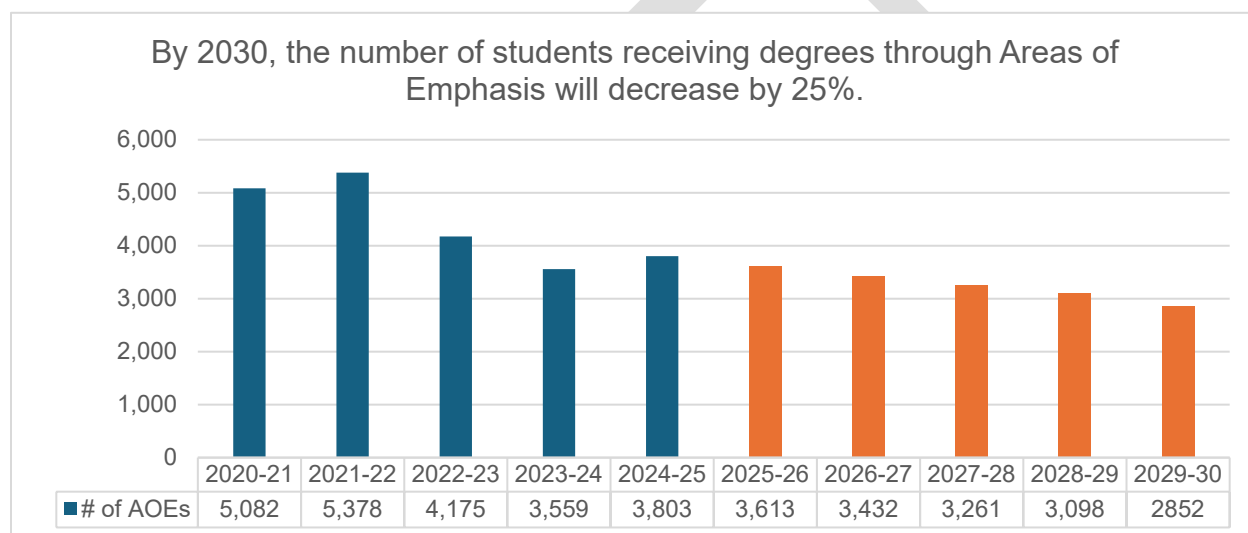
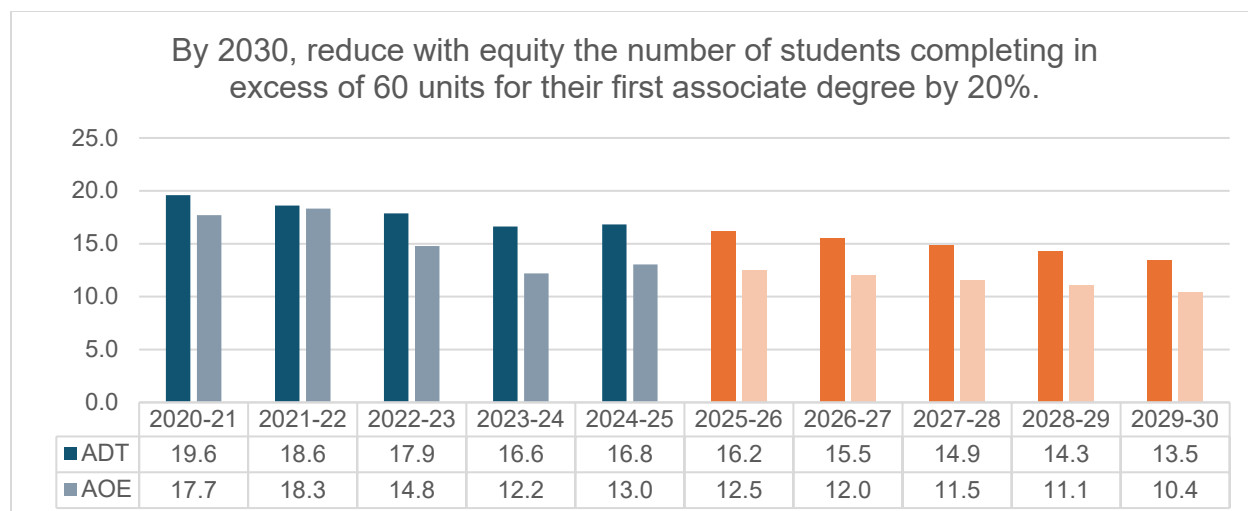


Objective 3.2.: Improve Access to Basic Needs Support: Ensure that RCCD students have equitable access to timely basic needs support (including but not limited to food, housing, mental health, and technology) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.



**Data not collected fully until fall 2023*

Objective 3.3: Reduce Units to Completion: Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.



B. Environmental Scan and SWOT Analysis

Based on a comprehensive environmental scan and SWOT analysis, here are strategic planning recommendations that focus on the pillars of equity in access, equity in success, and equity in support:

Student access, success and equity

- Expand dual enrollment and adult education programs
- Develop targeted outreach for Latino/a/x and special populations
- Strengthen guided pathways and first-year experience programs
- Establish a coordinated, student-centered, and accountable support framework through the Standard of Care model
- Support students by enhancing and establishing high-impact programs that address financial obstacles

- Expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives

Career readiness and workforce development

- Invest in career and technical education (CTE) pathways
- Create tailored workforce training programs aligned with emerging job markets
- Launch a regional workforce and economic mobility initiative

Transfer and academic excellence

- Enhance transfer pathways and ADT utilization
- Strengthen RCCD's unique academic programs and noncredit offerings to stay competitive against online learning platforms

Technology and learning innovation

- Expand online and hybrid learning support
- Invest in updated technology to streamline business operations (HR, purchasing, enrollment) and reduce inefficiencies
- Develop a shared equity and innovation resource hub that facilitates cross-college learning communities such as data equity centered materials and practices and data literacy

Infrastructure, planning and collaboration

- Build a centralized data infrastructure
- Establish more integrated workflows for vertical and horizontal collaboration and pathway flows between areas, ensuring planning and assessment efforts are aligned districtwide
- Scale the District Strategic Planning Council to focus on items like best practices, annual planning summits, and ensuring consistency with Vision 2030 and state mandates
- Develop a unified planning hub that enables real-time data sharing, benchmarking, and decision making
- Develop a Shared Equity and Innovation Resource Hub to foster cross-college learning and collaboration

Organizational effectiveness and fiscal resilience

- Create efficient, effective, accountable, and transparent District core business processes
- Secure alternative funding sources such as grants, partnerships, private foundations, and philanthropic contributions to navigate budget volatility

Safety and professional development

- Improve safety strategy, including better security infrastructure, awareness programs, and stronger community partnerships
- Continue support for employee professional development

The environmental scan and SWOT analysis highlight strategies to expand educational access and address enrollment growth challenges. Key recommendations include strengthening dual enrollment - especially for 9th and 10th graders - partnering with high schools with low college-going rates, and expanding adult education to tap into the growing 25–54 population. With Inland Empire college-going rates below the state average despite strong high school graduation rates, RCCD can boost enrollment by offering high-skill, high-wage career pathways aligned with regional workforce needs.

Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused programs, is essential to closing persistent completion gaps.

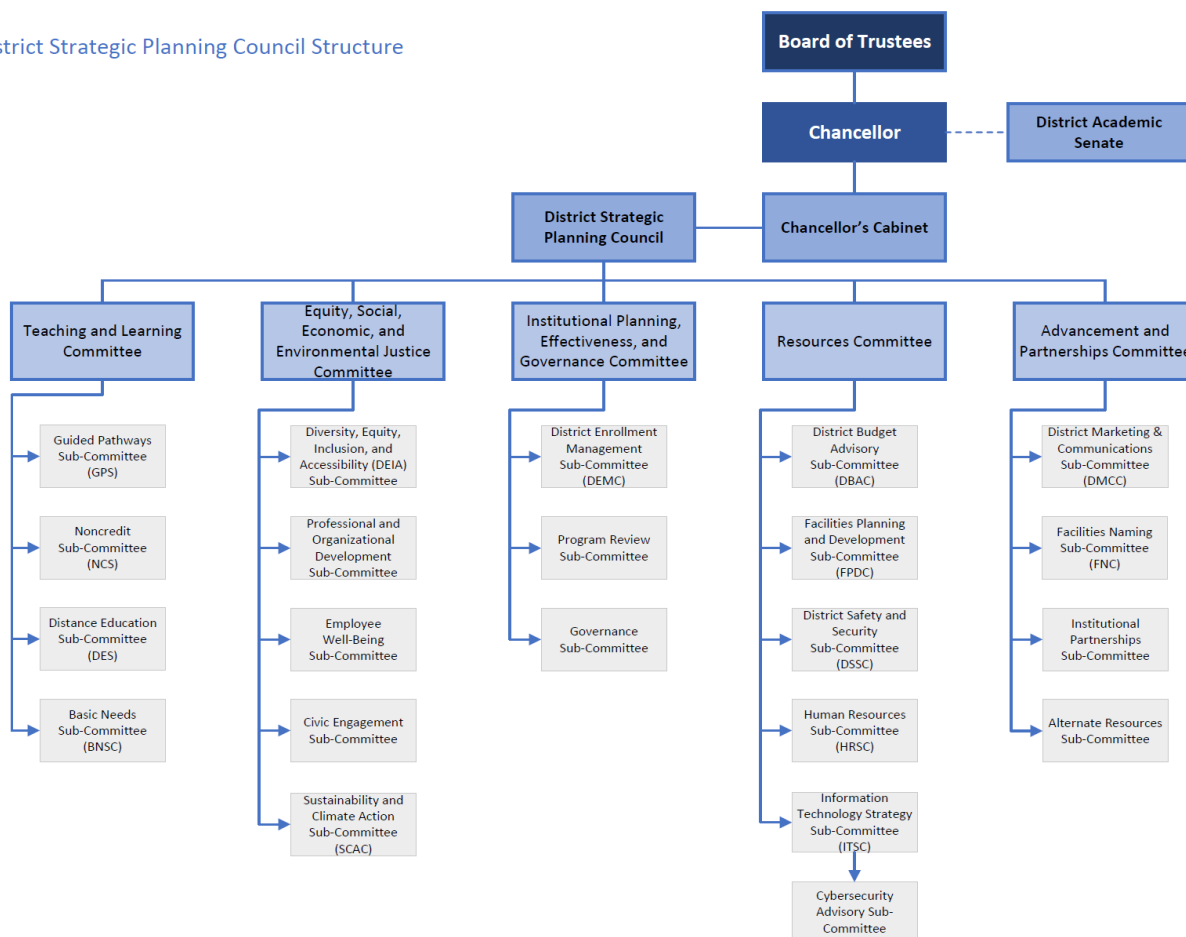
Strengthening Guided Pathways, first-year experience programs, and CTE offerings in nursing, IT, and data science will support student success and workforce readiness. Investments in stackable credentials, short-term certificates, and a robust, student-centered support framework through the “Standard of Care” model will create a comprehensive and connected experience for students by providing consistent, personalized guidance based on FTES allocation across the District.

Institutional effectiveness can be enhanced by aligning planning vertically and horizontally, modernizing administrative systems, improving campus safety, and diversifying revenue through grants, partnerships, and innovative programs. A Unified Strategic Planning Hub and Shared Equity & Innovation Resource Hub will streamline districtwide planning, data use, and professional development, fostering collaboration, transparency, and equity-centered decision-making.

Additional priorities include expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives. Centralized funding and operations, improved hiring practices, and a districtwide technology plan will further align resources with strategic priorities. Collectively, these actions strengthen RCCD’s role in advancing student success, workforce alignment, and regional economic transformation.

B. District Strategic Plan Committee Structure

District Strategic Planning Council Structure



Dated: 02/28/24

C. DSPC Strategic Planning Workgroup Membership

Thank you to the following DSPC Taskforce members for their contributions to the development of this Strategic Plan:

Kimberly Bell – District Academic Senate/Norco Academic Senate President
 Esteban Navas – Moreno Valley College Academic Senate President
 Jo Scott-Coe – Riverside City College Academic Senate President
 Joel Webb – Moreno Valley College faculty
 Jennifer Escobar – Moreno Valley College faculty
 Wendy McKeen – Riverside City College faculty
 Lashonda Carter – Riverside City College faculty
 Patrick Scullin – Riverside City College faculty
 Rhonda Taube – Faculty Association representative

Tenisha James – Norco College Vice President Planning and Development
Kristi Woods – Riverside City College Vice President Planning and Development
Jake Kevari – Moreno Valley College Vice President Planning and Development
Tammy Few – Vice Chancellor of Human Resources & Employee Relations
Casandra Greene – Riverside City College classified professional
Maurice Bowers – Riverside City College classified professional
Charise Allingham – Norco College classified professional
Arlene Serrato – Moreno Valley College classified professional
Christopher Blackmore – Associate Vice Chancellor, District Office IT representative
Chris Clarke – Executive Director, External Relations & Strategic Communication
Susanne Ma – District Information Technology representative
Kristine DiMemmo – Riverside City College Vice President Business Services
Eric Bishop – Vice Chancellor of Educational Services & Strategic Planning/Interim President, RCC
Rebeccah Goldware – Vice Chancellor of Institutional Advancement & Economic Development
Aaron Brown – Vice Chancellor of Business & Financial Services
Laurie McQuay-Peninger – Executive Director, Office of Grants & Sponsored Programs
Debra Mustain – Dean, Community Partnerships & Workforce Development
Robert Mason – Director of Inland Empire Tech Bridge
Steven Butler – Dean of Institutional Research, Planning, and Effectiveness
Lijuan Zhai – Associate Vice Chancellor of Educational Services & Institutional Effectiveness

Links to supporting documents:

[Assessment Report of RCCD Strategic Plan 2019-2024](#)

[RCCD Environmental Scan 2025](#)

[RCCD Strategic Planning SWOT Analysis 2025](#)

Attached is the updated version of the RCCD Strategic Plan 2025–2030, revised based on feedback received during September. Key changes include:

1. Added HSI language to the Purpose section.
2. Revised Objective 3.2 on Basic Needs to include technology as a basic need.
3. Added hotspots to the KPI for Objective 5.4.
4. Replaced “generative AI” with “emerging technologies” in the Basic Strategies section.
5. Added a new action under Goal 5 (Resources), Strategy 2, on policies and procedures.
6. Added two new objectives with KPIs under Goal 6 (Partnerships and Community Engagement) on government relations and marketing.
7. Included plan of actions under Basic Strategies related to professional growth and development for classified professionals.
8. Added CPL language to Goal 1 (Equity in Access), Strategy 2.
9. Added two KPIs to Goal 5 (Resources), Objective 5.3.
10. Revised KPIs for Goal 6 (Partnerships and Community Engagement), Objective 6.2.

Proposed Expansion of DE Certification Equivalency Options

This DEC proposal seeks to expand the list of RCCD DE Certification equivalency options with the aim of increasing faculty members' access to @ONE courses that were agreed upon (by the DE Chairs, District DE, and NC DEC) as acceptable equivalents to the RCCD DE Certification requirements.

Approval would expand upon the DE equivalency pathway, increasing faculty members and our colleges' ability to meet the June 2026 deadline for DE Certification.

Upon approval through shared governance, the following processes would be established and implemented to meet the DE Certification deadline outlined in the MOU from 4-30-2025.

- The DE Certification equivalency process resumes as of Fall 2025 and runs as it was established prior to the MOU, until changed through shared governance.
 - District DE will continue to work with other colleges to determine the extent of the college-to-college equivalencies, manage the equivalency process, and make determinations regarding granting RCCD DE Certification equivalency applications
 - Faculty should be notified of the equivalency status within 2 weeks of equivalency form application submission
 - DE Chairs will be consulted if there are requested appeals of the initial equivalency decision.
- The existing "Mix and Match" portion of the equivalency process, which required both list A and B options (160 hours total), will be replaced with the following:
 - **Any one (1) of the following @ONE course will be accepted for full DE Certification Equivalency:**
 - Assessment in Digital Learning (40 hours; 4 weeks)
 - Creating Accessible Course Content (40 hours; 4 weeks)
 - Equitable Grading Strategies (40 hours; 4 weeks)
 - Equity & Culturally Responsive Teaching (40 hours; 4 weeks)
 - Humanizing Online Teaching (40 hours; 4 weeks)
 - Intro to Course Design (40 hours; 4 weeks)
 - Online Teaching & Design (120 hours; 12 weeks)
 - 10*10*10: Communication that Matters (40 hours; 4 weeks)
 - **Peer Online Course Reviewer (POCR reviewer certification)** (60 hours; 6 weeks)
 - **Peer Online Course Review (POCR badged course)** (was RCCD approved as equivalent prior to 2024 MOU)

Also, see: Status of Current NC & RCCD DE [Equivalency and Certification Metrics](#)

Progress & Planning in Forming a Local Norco College POCR Team

1. POCR Progress to Date

- 1.1. Secured NAS approval to proceed with pursuing a local POCR process (Spring 2025)
- 1.2. Secured one-time funding, a collaborative effort with FPDC for \$1,000 stipend each to fund 5 future local POCR reviewers (June 2025; \$5,000 total)
 - Dr. Sandra Popiden
 - Farshid Mirzaei
 - Pamela Kimbrough
 - Christ McConnell-Freeman
 - Dr. Elizabeth Walker
- 1.3. Identified 10 other NC faculty with POCR reviewer status (Spring 2025)
 - Dr. Laura Adams
 - Caroline Hutchings
 - Bibiana Lopez
 - Sara Nafzgar
 - Ryan Hitch
 - Dr. Paul Flor
 - Dr. Carlotta Falzone Robinson
 - Soohyun Son
 - Susan Seifried
 - Dakota Mattson
- 1.4. Title V Grant Proposal (Summer 2025)
 - **BOOST: Building Opportunities for Online Student Transformation**
 - NC is the college lead applicant with MVC
 - POCR proposal and budget developed in coordination with Laurie McQuay-Peninger, Executive Director, Office of Grants & Sponsored Programs; Karina Gigliotti, Director of RCCD Grants; Musumba, Alice, Director, Grants Planning & Development Office; Sarah Valadez, Grants Writer; Dr. Sandra Popiden, NC DEC Chair; Dr. Roger Perez, Dean of Instruction; Sara Nafzgar, NC DEC member

- If awarded, it is a 5-year HSI DE grant with NC & MVC sharing approximately \$3 million to support a robust and sustainable POCR process to achieve objective of 20% of POCR process. (Approx. \$300,000 / year for 5 years)

2. Current POCR Work

- 2.1. Secure NAS approval for [local NC Process](#) (Fall 2025)
- 2.2. Coordinate with RCCD DE to develop integrated process of outreach and support for Accessibility and CVC-Alignment

3. Future POCR Objectives

- 3.1. If NAS approves, coordinate with Norco FA regarding workload and faculty compensation
- 3.2. [Apply](#) to become a local [POCR certified](#) campus
- 3.3. Launch [POCR team capstone process](#) to review first batch of 3 courses (Spring 2025) to obtain local NC POCR certification.
- 3.4. Create NC POCR website – aligned with information on MVC website
- 3.5. Create promotional materials
- 3.6. Secure funding for robust and sustainable local NC POCR process
- 3.7. Coordinate to launch SPR request for faculty POCR reviewers
- 3.8. Confirm POCR Lead and DEC Coordinator positions
- 3.9. Establish a POCR process launch date & begin implementation. Such as by prioritizing faculty for NC local POCR approvals who have earned POCR badges from other colleges & faculty using [Plug and Play POCR Adoptable Courses](#)

NC Local POCR Process Documents for Review:

[Job Description – NC DE Coordinator – POCR Lead \(DRAFT\)](#)

[Norco College POCR Application \(DRAFT\)](#)

[NC Local POCR Process Proposal](#)

[Next Steps in Certifying a Local POCR Process](#)

[Responsibilities of a Local POCR Process Team Lead](#)

Strategic Alignment Documents for Review:

[CCC Vision 2030 - Online Teaching and Learning Plan](#)

New [DOJ 100% Accessibility Rule & Compliance](#) deadline 4/26: [WCAG version 2.1](#)

[CVC – OEI Master Consortium Agreement](#) (pg. 4)

[ACCJC Accreditation Standard 2.6](#) (pg. 6)

[ASCCC Resolution 09.03](#)

[Norco College Strategic Enrollment Plan 2024-2027](#)

Appendix B: Schedule Development Guidelines & Target Monitoring, pp.52-53

APPENDIX B.01:**SCHEDULE DEVELOPMENT & MAINTENANCE GUIDELINES**

When building the class schedule the following Guiding Principles are considered:

Schedule Development

- Balance general education course offerings to ensure student access at a variety of blocks of time
 - days of week, consider M/W, T/Th, MWF, T/Th/F, F/Sat blocks, and other configurations
 - time of days, morning, afternoon, or evening
 - Monitor headcount of students moving through courses. GE courses vary regarding unit value (watch headcount as well as FTES) to make sure that the GE courses have sufficient capacity
- Coherent pathways for completion
 - Two-year rotation of pathway courses
 - Insure CTE completions
 - Alignment with ADT pathway maps
- Appropriate Ratio of face-to-face, hybrid, and online
 - May be discipline specific
 - Review and analysis of student success, course retention, student demand
 - Balance hybrid offerings across the week
- Schedule development adheres to the scheduling grid ¹²
 - Minimize overlapping classes
 - Minimize days on campus
 - Maximize efficiency (goal: reclaim 595 WSCH/FTEF)

Schedule Maintenance

- Guidelines for Section Cancellation
 - Vice President of Academic affairs in collaboration with the Deans of Instruction and Department Chairs monitor low-enrolled sections well before start of term
 - Sections with fill ratios less than 70% are eligible to be cancelled, and a conversation on exceptions occurs. Exceptions:
 - Sections essential to completing pathways
 - Capstone courses in a two-year rotation
 - Sections tied to existing industry partnerships
 - Sections that are part of a newly developed program
 - Decisions are made as soon as possible to minimize impacts
- Guidelines for Section Additions to existing schedule
 - Monitor waitlist data as indicator of student demand – confirm waitlist validity prior to adding sections
 - Monitor annual student headcount moving through pathways and transfer required courses to anticipate future need and targeted area of growth
 - All disciplines and programs are not expected to grow at the same rate

Chapter 4: Enrollment Targets & Schedule Development, p.25

Efficiency focus

The college is dedicated to regaining efficiency targets to better align with district and college plans and to better steward resources. The college will monitor both Fall term and Annual efficiency with the goal of attaining 595 WSCH/FTEF and 18.5 FTES/FTEF.

**525 WSCH/FTEF or 17.5 FTES/FTEF in the proposed Standardized Student Attendance Accounting Manual (SAAM)*

Additional Background

In Fall 2023, the VPAAAs and VC Educational Services gave a presentation to the RCCD Board of Trustees addressing the standard procedures for Class Section Cancellation. This presentation informed the SEM Schedule Development & Maintenance Guidelines.



Class Section Cancellation Procedures

Board of Trustees
Chancellor's Report
October 17, 2023

Anna Marie Amezcuita, Interim Vice President, Academic Affairs, MVC
Carol Farrar, Interim Vice President, Academic Affairs, NC
Lynn Wright, Vice President, Academic Affairs, RCC
Susan R. Mills, Vice Chancellor, Educational Services & Strategic Planning, RCCD



Criteria for Cancelling a Class Section

- Department Chairs, Deans, & VPs monitor low-enrolled sections well before start of term
- Sections with fill ratios less than 70% are eligible to be cancelled, and a conversation on exceptions occurs.
Exceptions:
 - Sections essential to completing pathways
 - Capstone courses in a two-year rotation
 - Sections tied to existing industry partnerships
 - Sections that are part of a newly developed program
- Decisions are made as soon as possible to minimize impacts



Section Cancellation Data

Term	MOV			NOR			RCC			District		
	Active Sections	Cancelled	Added after start of the term	Active Sections	Cancelled	Added after start of the term	Active Sections	Cancelled	Added after start of the term	Active Sections	Cancelled	Added after start of the term
21FAL	733	150	34	853	157	16	2034	169	35	3620	476	85
22SPR	705	90	47	770	203	14	1690	335	46	3165	628	107
22FAL	802	47	60	899	160	25	1933	223	18	3634	430	103
23SPR	782	73	52	923	126	62	1788	215	13	3493	414	127
23FAL	863	42	20	974	44	52	2011	107	13	3848	193	85

Majority of cancelled sections are due to low enrollment.



Student & Faculty Notification Process

- Department Chair/Dean notifies IDS that section will be cancelled
- Department Chair/Dean e-mails affected faculty member
- IDS e-mails enrolled students, providing information on available sections or when the class will be offered in the future
- IDS cancels the section



Next Steps

- Districtwide principles of enrollment management will be further developed and refined at the Nov. 3 Department Chairs/Enrollment Management Retreat (e.g., cooperating across district on waitlists and options for students when sections are cancelled)
- Continued work of College and District Enrollment Management Committees, Guided Pathways Committees, Academic Planning and Department Leadership Councils

Appendix A: Plans and framing documents that inform the College SEM Plan, p.32

APPENDIX A.02:

RIVERSIDE COMMUNITY COLLEGE DISTRICT STRATEGIC PLAN 2019-2024

Strategic Goal 4: Institutional Effectiveness

The District identifies measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.

Objective 4.5: Attain a District-level efficiency of 595 (WSCH/FTEF).

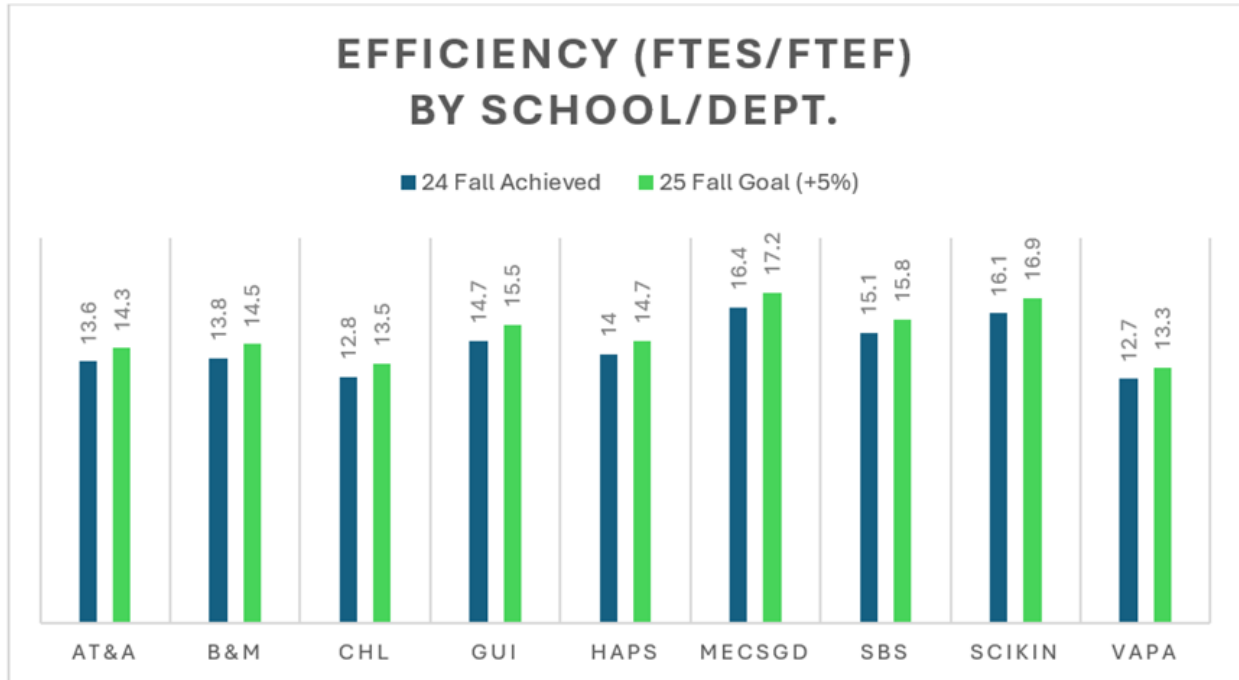
Draft RCCD District Plan 2025-2023

Objective 4.2: Attain a district-level efficiency of 18 (FTES/FTEF).

Benchmark/KPI: Achieve overall efficiency of 18 FTES/FTEF.

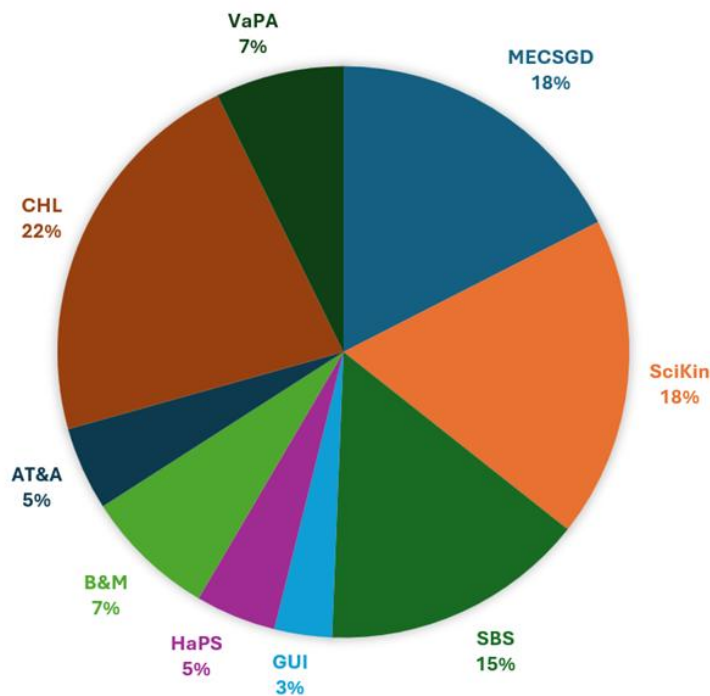


Efficiency Chart showing the Efficiency trend at Norco College, with goals based on progress towards the Standardized Accounting efficiency standard of 17.5 FTES/FTEF. This was shared at the Fall 2025 Norco College State of the College presentation at FLEX by the VPAA and is used as a guide for the Deans of Instruction and Department Chairs.



This chart compares Efficiency by School in Fall 2024 with Efficiency goals by School for Fall 2025. Efficiency by School contributes to the overall Efficiency rate at Norco College. The Deans of Instruction work with the Department Chairs to ensure progress towards our Efficiency goals.

'25 FALL CAPACITY FTES BY SCHOOL



The impact of School Efficiency on the overall College Efficiency is affected by the size of the School.

Efficiency/Headcount Examples (Standard 54-hour/3-unit Lecture Classes):

66 Students (double-lecture) = 37.95 FTES/FTEF

49 Students = 24.50 FTES/FTEF

42 Students = 21.00 FTES/FTEF

35 Students = 17.50 FTES/FTEF

30 Students = 15.00 FTES/FTEF

24 Students = 12.65 FTES/FTEF

12 Students = 6.35 FTES/FTEF

A lecture class would need to have about 35 students to be “efficient” under Standardized Accounting (17.5 goal). For Fall 2025, a class would need about 30 students to meet our progress goal of 15.25.

Enrollment Patterns

Enrollment patterns shift from year to year and term to term. Targets are set and the schedule is built with estimated student demand in mind. As such, our enrollment strategies and course rotations must adapt as needed when enrollment patterns and student demand changes.



Non-resident FTES is removed from the total FTES.

AS President Report 10.06.2025

I really haven't had an opportunity to update you all on things this semester so I apologize for this long, for me, report.

As you are aware, efficiency is the topic and talk of the 3 colleges as we are looking at the impacts on the budget. While I understand many of us didn't get into education thinking we would need to be concerned with the business side of things, faculty play an essential role and understanding the business side can be helpful. We often look to our Chairs to do that heavy lift but I encourage everyone to take an active role in understanding it so we can look to be more proactive, rather than reactive.

In September, I had the opportunity to attend my first dual enrollment conference and while I was there for my DRC role, I took the opportunity to network and attend sessions beyond that. To be clear, I was able to do that in large part due to the fact that I was the only one there to present on the disability stuff. That being said, I wanted to take the opportunity today to thank the faculty, counselors, Educational Resource Advisors, and Assoc Dean Kylie Campbell for all the work that has been done at Norco. We are often focused on how to do better and we don't acknowledge the good work the people are doing here. I look forward to the discussions around this work that have begun as this is a goal at every level of planning that we have for the future and the growth of our college.

The DAS continues to work through the DE Certification MOU as demonstrated in the update in the previous agenda item. The DE Certification is a district-wide project and with that I want to acknowledge that it comes with challenges but also the benefit of us not depending on the limited resources being allocated at the local level.

A quick reminder to the standing committees of the Senate, Chair terms are 2 years and require a vote the Spring of the 2nd year to seat the new Chair in the Fall. We missed this last cycle so Senate Leadership will reach out to those standing committees to ensure we rectify this as soon as possible. We will also be asking the Chairs to do a check-in with us in an effort to better support our committees.

The Standard of Care work continues at the District and local levels. A district workgroup and a College Lead team were developed to launch Element 451 as a tool for case management and communication for students to give a similar voice and messaging district-wide.

Locally, Norco is able to hire 2 new Educational Resource Advisors based on the funding from the District and I look forward to the continued conversations around the origin and

challenges with the formula proposed by the Chancellor to address the needs of our college.

Finally, NAS is continuing the recruitment for the Standard of Care – Communication tools and Early Alert workgroup. We did not have enough interest to begin the project so we will be sending out a reminder call with a new deadline this week.

The Rubric and Reviewer qualifications were approved in DAS on 9/29. Now for the extra fun, fun part: implementation.

Three things will happen concurrently in October:

1. **Expanded RCCD Equivalency Options** will move through participatory governance, which should help us build a pool of qualified reviewers.
 - a. I believe Norco already approved these (Kimberly please correct me if I'm wrong), so only MVC and RCC need add these to earliest upcoming DE Committee agendas as an action item so it can go to local senates on 10/20 and finally DAS 10/27
2. District will negotiate compensation for peer reviewers with the FA*, while VPAAAs facilitate identification (or confirmation of District DE info) of the numbers of faculty needing certification to forward to the Dean of DE
 - a. Chancellor suggests the number of hours is variable therefore should be compensated through Special Project Requests
 - b. FA President Rhonda Taube emphasized that reviewers do not need to be in the same division / discipline (or even the same college) as reviewees, unlike Improvement of Instruction, which may help spread the load as much as possible across the pool of reviewers
 - c. The call for reviewers to apply** should come from a District entity such as Human Resources or Ed Services like how we did for the DE workgroup, which will probably be established after compensation is negotiated
3. Chancellor will provide the Dean of DE with a budget line for this work

Library & Academic Support Committee (LASC)

Senate Report for October 6, 2025

1. Library Report
 - a. The Library & LRC Open House was a successful event this fall
 - i. Feedback was provided to improve the event in the future
2. Dean's Report
 - a. [Tutoring Standard of Care Workgroup](#) is being formed as an ad hoc committee of the Library & Academic Support Committee
 - b. [Read 2 Succeed](#)
 - i. Fireworks Every Night by Beth Raymer is the [Fall Read 2 Succeed](#) title for this semester
 - ii. Contact [Damon Nance](#) if you would like a hard copy of the book
3. Associated Students of Norco College Report
 - a. Events & Deadlines
 - i. September 15 - ASNC officer applications close
 - ii. September 16 @ 12-2pm - Hispanic Heritage Celebration
 - iii. September 16 & 17 @ 12-2pm - Club Rush
 - b. ASNC is glad to collaborate with constituent groups across campus
4. [Learning Resource Center Report](#)
 - a. Over the summer, the LRC Team transitioned to using SARS (Student Appointment & Reservation System) which has helped to increase collaboration (as required by the Stand of Care)
 - b. The [LRC website](#) was updated and reorganized to include:
 - i. Tutoring schedules in a Google worksheet that allows for real time updates
 - ii. Tutor application
 - iii. Faculty recommendation form
 - iv. Embedded Tutoring/Study Group request forms
 - c. Tutors are trained a few times per semester. Contact [Arezoo Marashi](#) for details.
 - d. Tutoring is currently available:
 - i. Monday – Thursday 9am-7pm
 - ii. Friday 9am-4pm
 - iii. Saturday 9am-2pm
5. [Writing & Reading Center Report](#)
 - a. Over the past three years, data shows that the need for tutoring in [the WRC](#) continues to increase
 - b. More than 3500 students have been served and surveyed (since data collection began in 2022), and the WRC faculty and tutors have received 100% positive ratings
 - c. The WRC gave away free a iPad at the Library & LRC Open House event
 - d. The WRC is open 32.5 hours this semester
 - e. The WRC only has an undetermined grant funded budget that still hasn't been institutionalized
 - i. Due to lack of funding, if a tutor is scheduled for in-person in WRC, they also have to be available online at the same time
 - ii. It is challenging for writing tutors to be available in person & online simultaneously, especially during busy times
 - f. WRC Advisory meetings will be held on Zoom from 11am-12pm on Friday, October 3 & November 21.
 - i. Email [Nikki Capps](#) if you would like to attend.

ISER Draft

Continuing to work on collecting evidence and drafting portions of the ISER

RSI Campaign

10/03 RSI Workshop – Communication & Monitoring Plan + Homepage

Providing support to faculty using the [RSI Support Request Form](#)

Information and support resources are located on the [RSI tab of the DE website](#)

Upcoming Workshop Dates:

- W 10/15 11-1: Giving Information (IT 127)
- W 10/29 12-2: Providing Feedback (IT 127)
- F 11/14 11-1: Facilitating Discussions (IT 125)
- T 12/2 12:50-1:50: RSI Self-check (IT 127)